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ASSIGNMENT BOOKLET 3A

Grade One Thematic
Module 3A: Days 1 to 9

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR HOME INSTRUCTOR USE
 (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

Teacher's Comments

Teacher's Signature

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

Grade One

Thematic Module 3A



Assignment Booklet 3A



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This product is the result of a joint venture with the following contributors:



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Grade One Thematic
Module 3A: Day Sky, Night Sky
Assignment Booklet 3A
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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Grade One Thematic Assignment Booklet 3A

Learning tasks

Nine thematic modules and the accompanying Assignment Booklets have been designed to involve your student in learning tasks that are personally relevant, open-ended, and challenging.

Reporting Student Progress

A range of assessment tools (for example, activity samples, journal entries, audiocassettes, self-evaluation, and learning logs) will help you gather information on your student's ability to understand and apply curriculum skills and concepts. Through written comments and conversations, the teacher will provide an evaluation of your student as a developing learner. In addition, a subject letter grade will relate your student's performance to curriculum standards.

Have the student work carefully. If your student is having difficulty, reread the appropriate teaching information and then have the child review the activity.

Directions for Home Instructor and Student

Directions in this Assignment Booklet are generally written for you to read with the student. For certain assignments, home instructor directions are also required. Text for **you** is in one type style. Text for **you and the student** is in a different type style and is indented. See the example that follows.

Text for you and the student
will appear like this.

Text for you
will appear like this.

Grade One Thematic Assignment Booklet 1A

Day 6: Choice 1 **Printing Tt**


Trace over the first dotted T or t in each line. Then complete the lines that follow.

Instruct your student to use the arrows and numbers as guidelines for direction and sequence.

upstairs
main floor
basement

upstairs
main floor
basement

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Day 1

Printing Words

Trace over each dotted word. Then print the same word beside it and on the line below it.

king

king

king

king

Day 1 Printing Sentences

Trace over the dotted words in the sentence. Then print the same sentence on the lines provided. Leave one finger space between words.








Do kittens

wear mittens?

Day 1

My Sky Graph

Look at the sky. Place a check mark (✓) on the chart for each feature that you see. Do this three or four times a day. Under the moon column, draw the shape of the moon when you see it. There are extra spaces for you to add other sky features that you see. One day is done as an example.

	sun 	rain 	snow 	clouds 	stars 	moon 			
Monday		✓ ✓		✓ ✓ ✓	✓				
Day 1									
Day 2									
Day 3									
Day 4									
Day 5									
Day 6									
Day 7									
Day 8									
Day 9									

Day 1

Learning Log

Home Instructor's Comments

What have you noticed about your student's ability to observe, describe, and visually represent the sky? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to describe today's sky |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • observes and describes changes in the sky |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys and is interested in observing the sky |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands and applies some of the art techniques presented (Specify below.) |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • creates a collage that tells about the day sky |

Add comments about the student's interest in the sky and ability to notice sky details or use the suggested art techniques.

Student's Thoughts

Day 2

Moon Printing

Trace over each dotted word. Then print the same word beside it. Leave one finger space between the words.

Point out that each word contains a **spooky oo** and ends with **oon**, a rhyming unit of sound.

moon

soon

noon

boon

Day 3

Spelling Pre-Test

Use the following steps to pre-test the student's ability to spell the six words listed in the Student Module Booklet. Remember, **do not** let the student see the words first.

- Say the word.
- Say the word in a sentence.
- Repeat the word.
- Wait for the student to print the word on a line below.

Day 3

Printing Words

Print one row of each word that you chose from page 73 in your phonics book.

Remember to leave a finger space between words.

Handwriting practice lines consisting of four rows. Each row is defined by a solid top line, a dashed middle line, and a solid bottom line.

Day 3

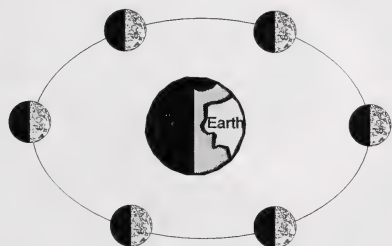
Moon Facts

Cut along the broken lines. Put the pages in order. Staple the booklet in the top left corner. Print your full name on the first page. Read the booklet.

Name _____

Moon Facts

-1-



The moon travels around Earth. The trip takes about a month.

-5-



The moon shines at night.

-3-



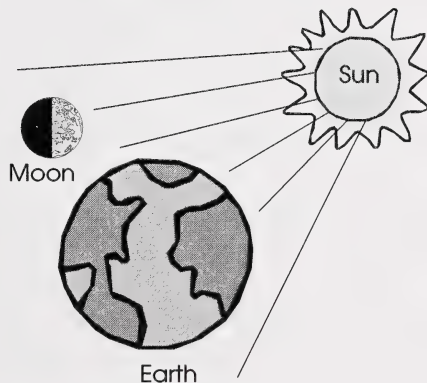
Sometimes we see no moon at all.

-7-

Day 3

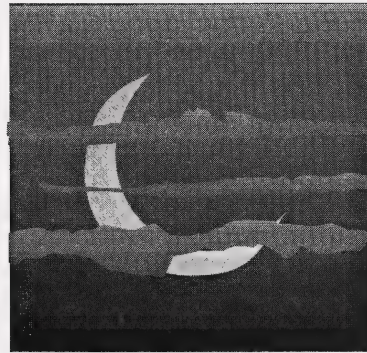
Moon Facts

continued



The moon looks lit up because it reflects light from the sun.

-4-



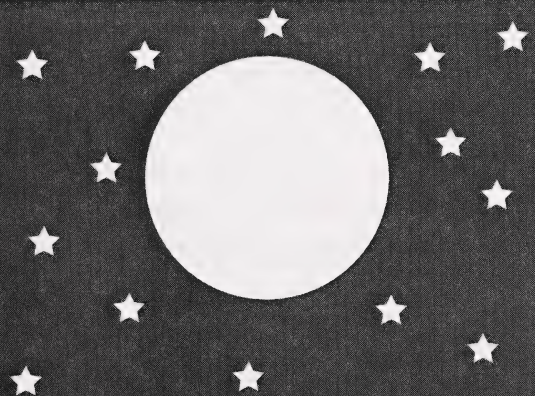
The moon does not have a light of its own.

-2-



Sometimes we see only part of the moon. What we see depends on where the moon is in its trip around Earth.

-8-



Sometimes we see a full moon in the sky.

-6-

Day 3

Learning Log

Home Instructor's Comments

What have you observed about your student's knowledge of friendship? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes the give and take of friendship |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • respects the rights and property of others |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • looks for and recognizes good traits in others |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can name things that friends do or say to show they care |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands that there are different relationships, for example, within a family, between friends, or between a person and a pet |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • expresses personal feelings in discussions |

Add your comments or questions about the student's development or this day's activities. Then record the student's thoughts about friendship or the day.

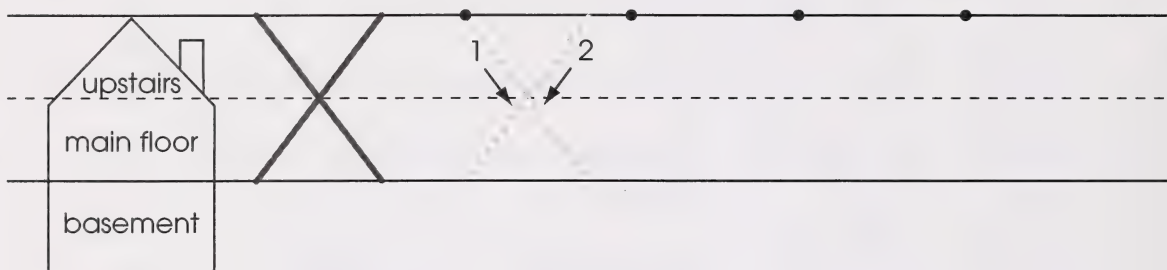
Student's Thoughts

Day 4

Printing Xx

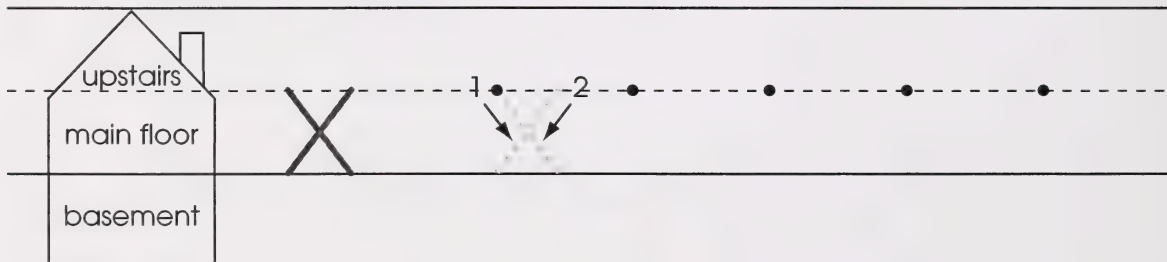
Trace over the first dotted **X** or **x**, and then complete the line. Then trace over each word, and print that word to fill the line. Remember to leave a finger space between words.

Instruct your student to use the arrows and numbers as guidelines for direction and sequence.



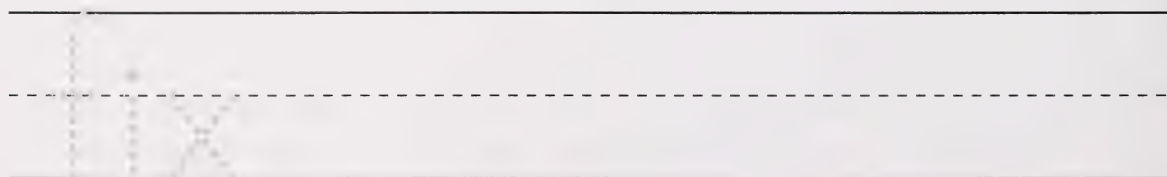
upstairs
main floor
basement

A row of handwriting lines (top, dashed middle, bottom) featuring a large solid uppercase 'X' on the left. To its right is a dotted uppercase 'X' with arrows and numbers '1' and '2' indicating stroke direction. Further right are four dotted uppercase 'X's for tracing and printing.

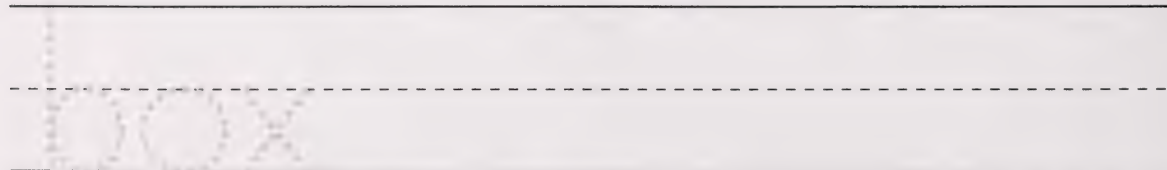


upstairs
main floor
basement

A row of handwriting lines (top, dashed middle, bottom) featuring a large solid lowercase 'x' on the left. To its right is a dotted lowercase 'x' with arrows and numbers '1' and '2' indicating stroke direction. Further right are four dotted lowercase 'x's for tracing and printing.



A row of handwriting lines (top, dashed middle, bottom) featuring the word 'fix' in dotted letters for tracing and printing.



A row of handwriting lines (top, dashed middle, bottom) featuring the word 'box' in dotted letters for tracing and printing.

Day 4 Colours—Cool or Hot?

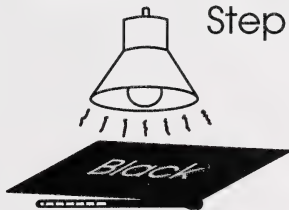
Help the student with this experiment.

Place the thermometer as shown in Step 1. Wait ten minutes. Record the temperature.

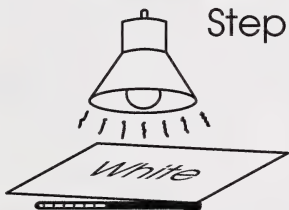
Place the thermometer under a sheet of black construction paper. Wait ten minutes. Record the temperature for step 2. Repeat for the other colours of paper



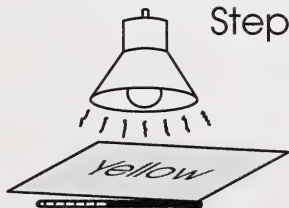
Step 1 Temperature



Step 2 Temperature



Step 3 Temperature



Step 4 Temperature



Step 5 Temperature

Day 5

Sky Riddles

Read the riddles, and write the answers in the blank spaces.
You can use your Sky Words chart for ideas.

You see many colours in the sky.
The colours are in the west.
It will soon be dark.
What do you see? _____

The sky looks angry.
You see dark clouds.
Light flashes from the clouds.
What do you see? _____

You see an arc of colour in the sky.
The colours are red, orange, yellow, green, blue, indigo and violet.
Did it just finish raining?
What do you see? _____

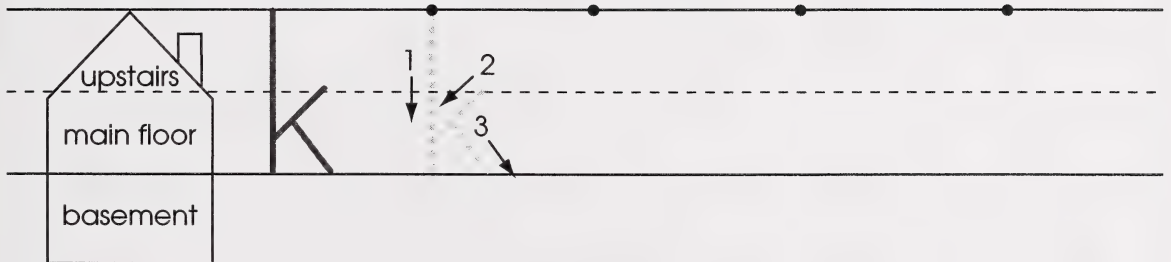
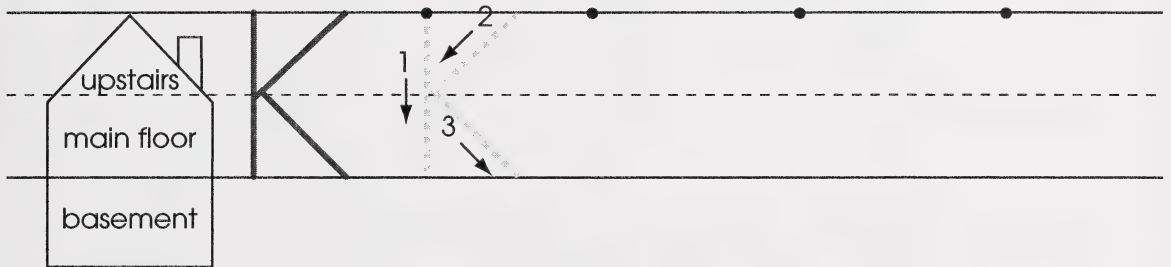
You see a flying machine.
It has wings.
People ride in it.
What do you see? _____

Day 6

Word Families

Practise the letters **K** and **k** on another paper. Then print them below to fill each line.

Instruct your student to use the arrows and numbers as guidelines for direction and sequence.



Print two words that end with **it** and **ig**.

it

ig

Day 6

More Sky Riddles

Read the riddle, and write the answer in the space.

It has no light of its own.
When it is full, it looks round.
It travels around Earth.

It is the _____.

This animal flies at night, but it is not a bird.
Some of its kind eat mosquitoes.
Its babies are born alive.

It is a _____.

The sun is one of these balls of fire.
It looks small because it is far away.
You can see many on a clear night.

It is a _____.

This bird can see well at night.
It sleeps in the daytime and hunts at night.
This bird likes to eat mice.

It is an _____.

Day 6

Learning Log

Home Instructor's Comments

What have you observed about your student's developing attitude, skill, and knowledge in writing? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • writes and draws to show an idea |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • attempts to write words by sounds |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • refers to charts and <i>Collections Writing Dictionary</i> to locate words when writing |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • prints simple labels and captions |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys copying words and sentences |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • prints a short sentence independently |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • correctly uses capitals and ending punctuation |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • leaves spaces between words in printing |


Comment on your student's interest in writing and progress in writing independently.

Student's Thoughts

Day 8

Clouds and Rain

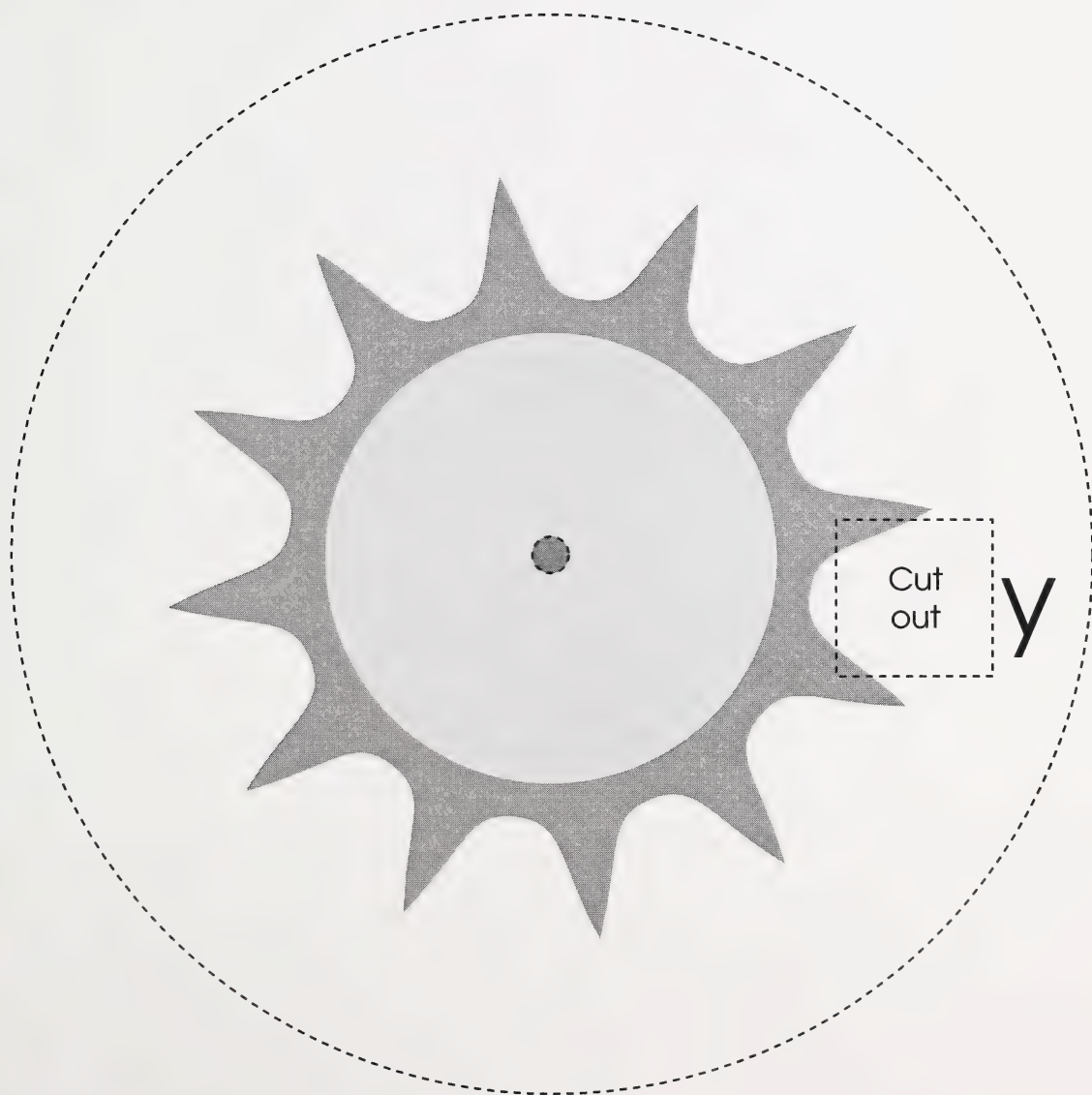
On the left side, draw what you saw in the the rain jar. On the right side, print words to tell what you saw.

Picture	Words
	

Day 9

Y-Words Wheel

Cut out this circle and the word circle on the following page. Centre this circle over the word circle. Attach the two circles with a paper rivet at the centre. Turn the circles and read the **y**-words.





Grade One Thematic Assignment Booklet 3A Module 3A: Day Sky, Night Sky Student Folder Items

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item along with the checklist to the student's teacher for marking at the time the teacher has requested it.

Days 1–9

- ☐ Thematic Assignment Booklet 3A (Check that all assignments have been completed, including student activities and Learning Logs.)
- ☐ My Sky Graph
- ☐ Sun Facts booklet

Day 1

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 67–68
- ☐ Writer's Workshop activity (flip book)
- ☐ Day Sky collage

Day 2

- ☐ *Level A: Modern Curriculum Press Phonics*, page 69
- ☐ Writer's Workshop activity (sequence pie)
- ☐ Night Sky collage

Day 3

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 73–74
- ☐ Writer's Workshop activity (friendship)
- ☐ framed friendship poem or audiocassette of interview

Day 4

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 77–78

Day 5

☐ *Level A: Modern Curriculum Press Phonics, pages 89–90*

Day 6

☐ *Level A: Modern Curriculum Press Phonics, pages 93–96*

Day 7

☐ spelling word sentences

☐ *Level A: Modern Curriculum Press Phonics, pages 97–99 (Page 100 is optional.)*

☐ Writer's Workshop activity (Weather Forecast)

Day 8

☐ *Level A: Modern Curriculum Press Phonics, pages 101–103*

☐ Writer's Workshop activity (weather and feelings chart)

☐ painting to music

Day 9

☐ *Level A: Modern Curriculum Press Phonics, pages 107–109 (Page 110 is optional.)*

☐ Writer's Workshop activity (weather story)

☐ modelling clay project or photograph (optional)